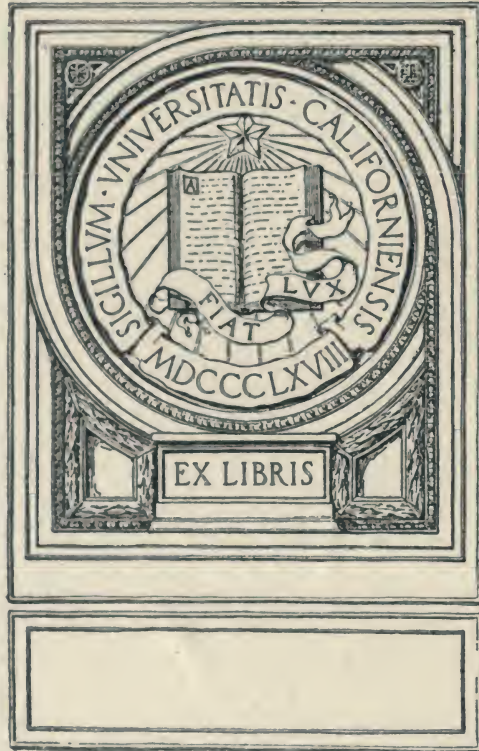


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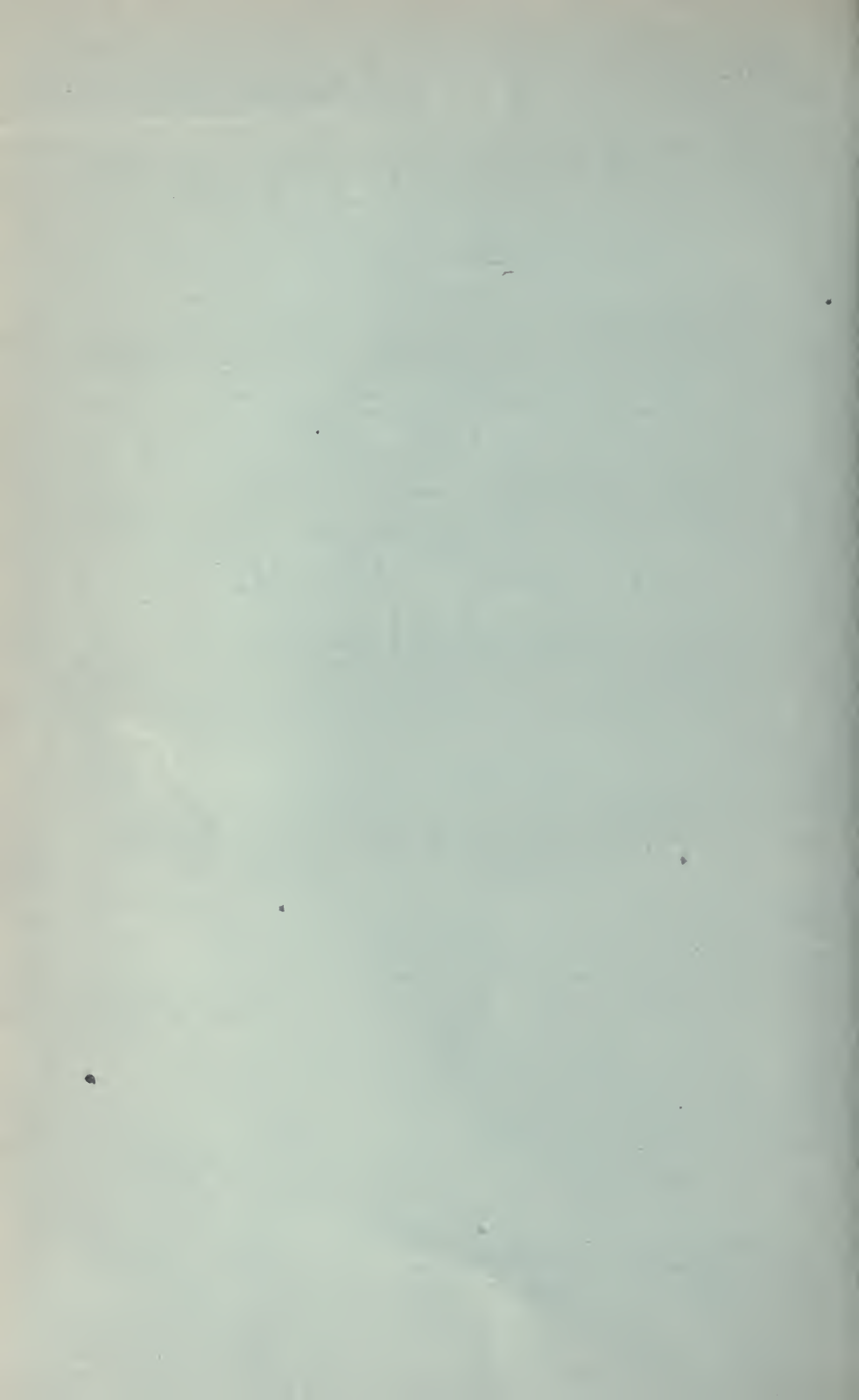
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EDUCATIONAL BULLETIN XXVII

THE NORTH CAROLINA
TEACHERS' READING
CIRCLE



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RALEIGH, N. C., SEPTEMBER, 1917



THE NORTH CAROLINA TEACHERS' READING CIRCLE

FOREWORD

On November 26, 1915, the following resolutions were passed by the North Carolina Teachers' Assembly:

"Whereas there is an increasing desire on the part of the teachers throughout the State for an opportunity to better themselves along professional lines; and

"Whereas the various colleges and training schools of the State are trying to meet this demand by several different methods, resulting in a lack of uniformity: Therefore, be it

Resolved, That the work of the Reading Circle be made more uniform and broader, and that the several colleges and training schools of the State be requested to assist the various county teachers' associations, in their respective sections by providing a set of outlines for doing the work of the Reading Circle and by furnishing leaders for the meetings where such work is carried on.

"Be it further *Resolved*, That the State Superintendent of Public Instruction be requested to call a joint meeting with him of the representatives from these various colleges and training schools, together with the members of the State Department of Public Instruction, for the purpose of securing a united effort in helping the teachers of the State to become a professional body."

In accordance with these resolutions, the various colleges and training schools of the State were requested to send representatives to meet with the State Superintendent of Public Instruction and the members of his department on June 1 and 2, 1916. The representatives met and discussed fully the matter proposed in these resolutions. They reached the following conclusions:

I

To select books for the Teachers' Reading Circle along the following lines:*

1. A book dealing with general subjects, such as Charters' "Teaching the Common Branches" or O'Shea's "Everyday Problems in Teaching," books recently on the North Carolina Teachers' Reading Circle course.

2. A book dealing with the relation of teachers to the community or the relation of the school to the community, as, for example, Carney's "Country Life and the Country School."

3. Books dealing with specific subjects, such as Dodge and Kirkwey's "How to Teach Geography in the Elementary Grades."

4. Semiprofessional books, such as "Jean Mitchell's School."

5. A book recognized as a masterpiece in modern literature.

II

To make plans for the direction of this work by outlines, extension work, etc., through the coöperation of the colleges and training schools with the State Department of Public Instruction and the county superintendents in their reading circle work and county teachers' associations.

III

To make outlines and study questions on the books selected.

IV

To make proper safeguards for guaranteeing that the work has been properly done as outlined, before granting certificates and credit therefor.

A motion was passed asking the State Superintendent of Public Instruction to appoint a committee to carry out these plans under his directions and in-

*See list of books selected, page 39.

structions. Dr. L. A. Williams, Dr. W. C. Wicker, and Prof. C. W. Wilson were appointed on this committee.

A letter was addressed to the various colleges and training schools asking for suggestions as to the books to be adopted and as to plans for carrying on the work outlined.

The committee met later to consider this matter, and upon its recommendation the following books were adopted for the Reading Circle course this year:

I. Kendall and Mirick's "How to Teach the Fundamental Subjects." (Charters' "Teaching the Common Branches" is to be retained by those counties whose teachers have not completed it.)

II. Field and Nearing's "Community Civics."

III. (a) Mace's "Method in History," (b) Leiper's "Language Work in Elementary Schools," (c) McMurry's "Special Method in Reading in the Grades."

IV. (a) Quick's "The Brown Mouse," (b) Knight's History of Public Education in North Carolina."

V. Van Dyke's "The Blue Flower."

To get credit on the work for the Reading Circle diploma issued from the State Department of Public Instruction, it will be necessary for the teachers to take No. I or Charters' "Teaching the Common Branches," in case they have not already had it; one book from No. III, and one from No. II, No. IV, or No. V, as may be determined by the County Superintendent. This will make a requirement of only three books, but it is hoped that many teachers and many reading circles will take at least one book from each of the five subjects or numbers listed.

Dr. L. A. Williams was asked to prepare the outlines and study questions on Mace's "Method in History," Kendall and Mirick's "Teaching the Fundamental Subjects," and McMurry's "Special Method in Reading in the Grades"; Dr. W. C. Wicker was asked to take Charters' "Teaching the Common Branches" and "The Brown Mouse"; and Prof. C. W. Wilson was given Field and Nearing's "Community Civics" and Leiper's "Language Work in Elementary Schools." Dr. E. W. Knight was asked to prepare the outlines and questions on his book. Miss B. A. Land prepared the outlines on "The Brown Mouse," at the request of Dr. Wicker, and Prof. R. L. Meadows prepared those on Leiper's "Language Work in Elementary Schools" for Professor Wilson.

It will be noted that the work of each book is divided into five sections, with the idea that there will be five meetings of the association and that one section will be assigned for each meeting. If any county should have a greater or smaller number of meetings more or less work may be assigned as each case may require.

The counties of the State have been divided into groups convenient to the various colleges and training schools. To each college or training school one group is assigned, with the understanding that the college or training school will send a director or leader to each county or will see that such is provided where possible to assist the county superintendent in the conduct of the Reading Circle work in his county; otherwise this assistance is to be given through correspondence and by the enlistment of the aid of the city superintendents and high school principals and others who may have special qualifications for leadership in teacher-training work.

At the close of the year's work on the Reading Circle course, an examination covering the subjects taken will be given by the county superintendents at such time and place as they may designate. The questions for these examinations will be made out by the college or training school authorities coöperating in this work.

The lack of trained teachers is probably the weakest point in our system of education. The present plan of training the teachers already in service brings into action and unity of effort the strongest and best teacher-training forces in our State—the colleges, the training schools, the county superintendents and the State Department of Public Instruction. It is earnestly urged that the closest and fullest coöperation of all these forces be secured in the furtherance of this most important cause.

J. Y. JOYNER.

State Superintendent of Public Instruction.

E. E. SAMS,

Supervisor of Teacher Training.

HOW TO TEACH THE FUNDAMENTAL SUBJECTS

BY KENDALL AND MIRICK

I

FIRST ASSIGNMENT, pp. 1 to 68

The fundamental principles.

English as reading:

- What reading is.
- Characteristics of a good system of teaching reading.
- Reading in school.
- Reading outside of school.
- Material and methods for the several grades.
- Memorizing choice material.
- Time allotment.
- Testing results.

English as a spoken language:

- Fundamental to good written language.
- The teacher as a model.
- Methods and devices for teaching oral English.

QUESTIONS

1. State the five fundamental principles governing what to teach, and how to teach.
2. What is real reading?
3. Why is word drill not reading?
4. How may you determine for yourself whether or not your system of teaching reading is a good one?
5. What amount of time ought to be devoted to reading in the primary grades?
6. What amount in the grammar grades?.
7. What is the teacher's part in teaching children to read?
8. Discuss the teaching of reading in the grade or grades you teach as to material, time allotment, study periods, purpose, method.
9. Why should children memorize those sections they appreciate?
10. How should they memorize such passages?
11. How does the teacher make the pupils' oral English?
12. What devices and methods may be employed in teaching correct speech?

II

SECOND ASSIGNMENT, pp. 69 to 163

English as a written language:

- The problem of English composition and its various phases.
- The work of the teacher.
- Necessity for good oral English as a starting point.
- The exercises possible in oral narration.

Development into written work.

Oral description as a training school in observation and exactness.
How exposition and argumentation lend themselves to oral work
before calling for written expression.

Composition material.

Criticism as both positive and negative.

Method in making oral into written English.

Criticising written English.

Teaching capitalization and punctuation.

English as a science :

Place and function of English grammar.

Its value limited.

What really is necessary.

Methods of teaching.

Time allotment.

English as form :

Bases upon which to select words for spelling.

Necessity for studying with the pupils.

Value of pronunciation of words with the class.

Use of the dictionary.

Pupil's method of study.

Testing and reviewing.

Rules in spelling.

Agreement as to principles of penmanship.

Qualities in good penmanship.

Method in conducting a writing lesson.

Devices.

Time allotment.

Tests.

Materials and form for the primary, intermediate, and grammar
grade work in penmanship.

QUESTIONS

1. What is the purpose in oral composition? In technical grammar? In written composition?
2. Why give unequal emphasis to the various parts of English teaching?
3. In point of time, should English grammar precede or follow oral composition? Why?
4. Would it be proper to teach punctuation and capitalization in the same recitation period with composition? Why, or why not?
5. Why talk over the subject of a theme with pupils before asking the class to write?
6. How present to pupils a motive for learning to spell?
7. For what purpose should teacher and pupils study the spelling lesson together?
8. State the principles of penmanship upon which there is practical agreement.
9. What success do you have in using the Ayres or Thorndike penmanship tests in your school?
10. What difficulties do you encounter in using either of these tests?

III

THIRD ASSIGNMENT, pp. 164 to 223

Present tendencies in mathematics teaching.

Evident results.

The resulting eliminations in arithmetic.

The legitimate field of elementary mathematics.

Skill as a mathematician:

In interpretation,

Elements involved.

In calculation,

Illustrative problems and methods.

In application,

Practical illustrations.

Using the inductive method skillfully.

Value and place of mental arithmetic.

Use of diagrams and graphs.

Drills and reviews.

Tests and standards.

Kind of home-work possible in arithmetic.

Amount and kind of geometry possible in elementary school.

Courses of study for the several grades.

QUESTIONS

1. Give the "minimum essentials" in arithmetic.
2. How may skill in interpretation be acquired?
3. What principles govern skill in calculation?
4. Give problems from your own school showing how you would improve and test skill in application.
5. How eliminate the "pencil habit" in arithmetic recitations?
6. When children persistently reckon on their fingers, of what is it an indication? How remedy it?
7. Give a graphic illustration of an arithmetic problem and its solution.
8. What various devices may be used for drill work?
9. What results do you obtain by use of the Courtis "Tests in Arithmetic"?
10. How do the results of your using these tests differ from month to month or from year to year?
11. How do you use them to check up your own work?
12. Can you do the work in mathematics in your school as outlined in the book? If not, why not?

IV

FOURTH ASSIGNMENT, pp. 224 to 288

The three subjects as phases of one.

Relative places and value in the school course.

Geography defined and placed in the course.

Home geography as a means of approach.

Expansion to world geography.

Minimum knowledge to be expected from the elementary course in geography.

Illustrated by a type examination.

Apparatus and its use.
 Methods and devices.
 The concrete illustration in the case of Mary Antin.
 History defined and placed in the course.
 Early type of history.
 History in the later years.
 Dramatization.
 The real work of history teaching in elementary school.
 Civics defined.
 How the definition changes our conception of civics material.
 Civics correlated with life of the school and of the community.
 Dramatization of civics.
 Material from books for civics teaching.
 Tests.

QUESTIONS

1. How are these three subjects really phases of one?
2. What geography do you find in your own school yard?
3. How does the type examination give minimum essentials?
4. How does it differ from the sort of examination you usually give?
5. What are the limitations and dangers in the use of apparatus for geography teaching?
6. What are good geography problems in grammar grades?
7. What was the difficulty in the way Mary Antin was taught geography?
8. Why tell children legends and folk-lore?
9. What is the real work of history teaching in elementary schools?
10. How do you relate your civics teaching to the community life?
11. What is the real purpose of civics teaching?
12. How may domestic science or agriculture or hygiene become civics teaching?

V

FIFTH ASSIGNMENT, pp. 289 to 316

Health instruction a necessity.
 The school a training ground for the public.
 What the teachers may do.
 Sample lessons.
 Work in rural schools.
 Points for discussion in class.
 Tests of good teaching.

QUESTIONS

1. Specifically, how do you make your school a training camp for community health?
2. How do you watch the health of your pupils?
3. Is your room properly and sufficiently lighted and ventilated?
4. How do you judge in replying to question 3?
5. How about the sanitary condition of the well, drinking arrangements, out-houses, etc., of your school?
6. Is your school a model in sanitation for the entire community?

COMMUNITY CIVICS

Are you interested in home and community building?

Do not let the title of this book frighten you. It is really not Civics, but a most interesting and attractive story of the Community Problem. The country school district is the unit and the teacher is the leader in constructive work in building up the home and the social and economic life of the community through the school and its work.

Each chapter is divided into only four to six subheads. It is therefore easy to reorganize the subject-matter on the basis of your own district and community problems.

In your study of this book keep in mind that you, the teacher, are studying it for your own use and inspiration, and let the idea of teaching it to children be of secondary consideration. The teacher must first literally revel in the glories, the pleasures, and the opportunities of country life, and then she is ready to teach country children.

STUDY ASSIGNMENTS

- I. Chapters 1-3 hold the general problem of the book.
- II. Chapters 4-8 are built around the country home.
- III. Chapters 9-15 deal with the country school and citizenship.
- IV. Chapters 16-20, the contributions, obligations, opportunities, and work of the country community.
- V. Chapters 21 to 23, the relation and interdependence of the country community and the Nation.

I. FIRST ASSIGNMENT. STUDY EACH CHAPTER THOROUGHLY

CHAPTER 1

1. This chapter hints at the greatest possible inducement that can be offered to boys and girls to grow up in the country and stay there. Find and state this inducement.

2. Make a list of the most important things in the country that enable children to grow in body, mind, and heart.

3. State concisely the central thought of the chapter.

Study questions at end of chapter, and note especially questions 4, 7, 11, 12, and I, II, VIII, XIII, XV, XVI.

CHAPTER 2

1. The kind and nature of the institutions of any community determine whether that community is a wholesome place for the growth and development of child life. (a) What must be the character of desirable institutions? (b) By what means may they render their greatest service?

2. (a) Do the institutions in your community measure up to your standards? (b) Are you going to do anything to bring them to a greater efficiency? What?

Both sets of questions following this chapter are especially good and practical.

CHAPTER 3

Community institutions and community living can never rise higher than the community ideals. (a) What are ideals? (b) How are ideals established? (c) What ideals should be dominant in the country communities of North Carolina? (d) Upon whom rests the responsibility of setting up such ideals in the community where you teach?

Note questions 4, 13, 14, and II, IX, X, XI, XIII.

State in a sentence what you think is the leading thought in these three chapters.

II. SECOND ASSIGNMENT. STUDY EACH CHAPTER THOROUGHLY

CHAPTER 4

1. Do you think the authors have stated fully and with sufficient force the importance of the home and its influence upon infancy and early childhood?

2. Have you learned from observation and experience that the home is a place to play as well as a place to work?

3. Does the home generally properly appreciate the need of play?

Note questions 3, 4, 8, 12, 13, 15, and II, IV, VI, XI, XIV, XXIII, XXIV.

CHAPTER 5

The mechanics and spirit of the home must be jointly considered in the art of home-making. Make a list of the mechanical features of the desirable home, including provisions for both living, working, and sleeping.

Note questions 5, 8, 10, 11, 12, 15, 18, 21, and I, II, VI.

CHAPTER 6

1. We are too busy these days to take time to make the meal hours pleasant. Will you suggest something that may help to make them more pleasant?

2. Name some other means by which the family may come to know each other more intimately.

3. Of what does the home spirit consist? Who is responsible for it?

Note questions 7, 10, 11, 16, 17, and III, IV, VIII, X, XV.

CHAPTER 7

1. What are some of the manifestations of a good home spirit? Some of the results?

2. Can you tell us how to secure and maintain a strong family loyalty that is truly loyal and mutual and not selfish?

Note questions 3, 7, 8, 13, 18, 23, and III, XI, XIII.

CHAPTER 8

1. What is a neighborhood? Its characteristics?

2. Discuss briefly the material side of the neighborhood. Of what must it consist to bring it up to your standard?

3. Is the spirit of the neighborhood dependent upon the appearance of the homes of the community? What puts the spirit into a neighborhood? What is the secret of it?

4. Discuss the relation between home-making and the neighborly spirit of the community.

Note questions 2, 4, 6, 7, 10, 13, 17, and I, II, VI, VII, X, XI, XIII, XIV.

III. THIRD ASSIGNMENT. STUDY EACH CHAPTER CAREFULLY

CHAPTER 9

1. Compare what the child learns at home and in the community with what he learns from books in school as to amount and its practical and usable value.

2. There are many things that children can do to make the schoolhouse and ground more attractive, more sanitary, and more convenient. Has this sort of work any educational value worth while?

3. Name some of the advantages that come from making the school more like the home.

Note questions 1, 2, 5, 6, 8, 9, 10, 11, 13, 14, and I, III, IV, VI, VII, VIII, IX, XII, XVI.

CHAPTER 10

1. To what extent do you think the teacher and the school are responsible for the kind of reading the North Carolina girls, boys, and adults are doing?

2. Are you (the teacher) attempting to do anything to encourage the children in your school to read newspapers, magazines, and bulletins? Are you trying to induce the children to begin a library for the family or themselves?

3. What help have you gotten from your professional reading? Your general reading?

4. Do you read agricultural bulletins?

5. Outline a course of reading for (a) Children under 11 years of age, (b) Young people from 12 to 16, (c) The adults in the farm homes.

Note questions 3, 5, 8, 10, 11, and V, VIII, XIV, XV.

CHAPTER 11

1. Compare the value of team work with what children learn from books.

2. What are you doing to utilize the school life as a means to the growth and development of the heart and spirit that bring people to live, and work, and play together in real helpful coöperation?

3. Are you fostering in your school a spirit that makes knockers or boosters?

Note questions 1, 2, 4, 5, 9, 12, 15, 16, and II, IV, VII, XVII.

CHAPTER 12

1. What is the real purpose of the school in the farm community?

2. Study the chapter carefully, lay aside the book and write out briefly the changes that must be made in your school to make it fit into the farm and home conditions in your district.

3. Make a list of the home work for which your school might give credits.

Note questions, all the first set and II, III, VI, VII, XV, XVI, XVII.

CHAPTER 13

1. What do you think of the definition of education given on page 142? How would you revise it?

2. Is your school using the course of study in such a way as to prepare the children for happy and efficient living in their environment? Is it teaching them to love and appreciate the country?

Note questions 3, 5, 6, 8, 12, 13, 15, and I, XIV.

CHAPTER 14

1. What makes a good citizen?

2. Is there a spirit in your school that tends to develop this type of citizen? What is the book learning worth without it?

Note questions 2, 4, 7, 8, 9, 10, 12, 13, 15, and I, X, XII.

CHAPTER 15

1. The authors say that "Perhaps the three most important officers in a country community are the school director, the road commissioner, and the health officer." Do you agree with this statement? Give reasons.

2. "Honesty, earnestness, and efficiency are the basis of good public service." Must any individual or institution assume responsibility for the development of these characteristics in the citizenship of the community? Explain your answer.

3. Upon what basis do you think the officers of your community should be selected?

Note questions 1, 4, 5, 8, 10, 15, 20, 23, and III, VI, VIII, X, XIII.

IV. FOURTH ASSIGNMENT. STUDY EACH CHAPTER

CHAPTER 16

1. State the relative value of the work of feeding and clothing the world.

2. Make a comparison of the country and city as places for children to grow up into men and women.

Note questions 6, 7, 10, 13, and I, VI, VII, XI, XIV, XVI, XIX.

CHAPTER 17

1. Since the country feeds and clothes the world, it must conserve and utilize the soil and other resources for greater production. Suggest the best methods of soil conservation in your community.

2. Name some things, besides fertility of soil, necessary to secure the largest yield per acre.

3. What would you do with the land in your community that cannot be cultivated?

4. Do these questions involve problems worthy of you and the finest type of childhood in the country?

5. Is the farmer who does not keep up his soil fertility a good citizen?

Note questions 1, 2, 4, 5, 6, 8, 9, 11, 12, 14, and I, II, III, IV, VII, VIII, IX, XI, XII, XIII, XV, XVII.

CHAPTER 18

1. Do you believe in the country? Do you revel in its beauties, glories, opportunities, and possibilities? Do you believe in country girls and boys?

2. What changes would you want to make in the "creed of the country girl," page 207, before you would be willing to accept it as your own creed?

3. What does coöperation mean to you? Are the children in your school developing the spirit of coöperation?

4. Name some coöperative enterprises in your community that are succeeding, some that are not, and the remedy, and then name some that should be put through that have not yet been started.

5. Is the spirit of coöperation in your community strong enough to make coöperative institutions go? How may it be strengthened?

Note questions 1, 2, 4, 6, 7, 9, 10, 11, 13, and III, IV, VII, IX, X, XIII, XV, XVI, XVII, XX.

CHAPTER 19

1. Are your interests as a teacher influenced favorably or unfavorably by the roads in your school district? How?

2. State the advantages of good roads to any community.

3. Write out a plan of work that you can adopt in your school which will give good roads to your township in five years.

Note questions 2, 3, 7, 10, 11, 12, and I, VI, VIII, IX.

CHAPTER 20

1. If you were asked to name the greatest waste in your district, what would you name?

2. Have you tried to arrange for a medical examination of your school children this year?

3. Public health is largely a matter of public intelligence. Outline a public health campaign that you are willing to make in your school district this year.

Note questions 1, 6, 8, 17, 21, 25, and V, VI, IX, XI, XIII, XV.

V. FIFTH ASSIGNMENT. STUDY EACH CHAPTER

CHAPTER 21

1. Who is your neighbor? To whom are you neighbor?

2. Wherein do nationalities differ? Does this difference determine who is your neighbor?

3. Note the sources of your breakfast and of your clothing.

4. State the ways in which all sections, nations, and the world are bound together.

Note questions 2, 7, 8, 10, 12, 14, 15, and I, IV, VIII, IX, X, XII.

CHAPTER 22

1. How is the money for national expenses raised?

2. State how the laws are made and executed.

3. What changes in the national interests have rendered governmental changes necessary?

4. What relation does your county and State Government bear to the National Government?

Note questions, all the first set and IV, V.

CHAPTER 23

1. Compare the mode of living in the modern farm community with the average farm community of sixty years ago.

2. Make a list of the products that your community sends to the city markets and a list of things that come from city and factory to your community.

3. Are there any big questions and interests in which your school community and the Nation are both equally interested? Explain.

Note questions 2, 3, 7, 8, 9, 11, 12, and II, III, VIII, X, XI.

METHOD IN HISTORY

By W. H. MACE

I—FIRST ASSIGNMENT, pp. 9-74.

The place of history as (a) a logical and as (b) a psychological factor in the school.

The five forces as an organic whole which work together for the development of national ideals.

How history is more than a matter of politics. (Slavery as an illustration.)

The organizing principle of history and its fundamental processes.

Events of history as a sort of language. Telling what? Illustrations.

Various kinds of historical causes and the interpretation of these as results as well as causes.

Historical events as the development of a purpose toward an end. Illustrations.

Two kinds of historical material and their uses.

History as an aid in teaching children how to compare, weigh, discriminate, judge, reason, about men, events, and nations.

Emotional and ethical value of history in the mental life of the student.

Necessity and reason for *selecting* historical events.

Value in having pupils do such work for themselves.

QUESTIONS

1. What would you say are the essential elements of history?
2. When would you say an historical problem is solved?
3. How do we, how may we, organize historical facts?
4. What good does it do if we succeed in organizing these facts?
5. What do you mean by a historical problem?

II—SECOND ASSIGNMENT, pp. 75-127

The period of discoveries and explorations as a phase of our American institutional life. How?

Why include this period in American history?

Determining factors which make a period.

The organizing ideas at work during early American history in the—

Northern colonies,
Southern colonies,
Middle colonies.

Concrete illustrations of these organizing ideas.

Suggestions to teachers about closing the study of a period.

Two bases and their subdivisions upon which the thought of union grew in the American States.

Specific illustrations of these bases.

When is the limit in organization of a period reached?

QUESTIONS

1. What is the characteristic feature of the period of discoveries and explorations in American history?
2. Show how this is a universal characteristic in the early stages of all institutions.
3. Why study the history of the colonies as groups rather than as individual colonies?
4. What great American ideals developed and took shape during the years of colonization?
5. How did the idea of union grow up from the diverse races, ideals, philosophies present during the colonial era?
6. What is the problem to be solved in a study of the battle of Lexington?
7. How has the sovereignty of the Nation grown out of the idea of State sovereignty?

III—THIRD ASSIGNMENT, pp. 128-212

The characteristic feature in the succeeding development of American national life.

The phases of the period.

The conflict between nationality and democracy:

As it concerned home affairs.

As it concerned foreign affairs.

The final triumph.

How the nationality idea was moved into the idea of democracy:

The addition of new territory and its influence.

The aggressive policy of foreign nations and its influence.

The War of 1812 as an outgrowth of public sentiment opposed to foreign aggressions.

The influence of this war on the growing spirit of democracy.

Results growing out of the fusion of nationality and democracy:

The Jackson campaign, election, and administration as typical of democracy's rule.

Slavery as interfering with the development of the democratic spirit:

How it began and its far-reaching influence.

Sectional influences as adding to the disturbance.

The attempts to bridge the chasm.

Finally results in secession.

The final break.

Meaning of the Emancipation Proclamation.

Nationality as victor.

The Nation's widening authority.

The present problems in five great fields.

QUESTIONS

1. How does this assignment demonstrate the "organizing principle"?
2. Contrast the struggle between nationality and democracy with the struggle between nationality and slavery.
3. How could you divide the events of these years into great topical headings? What would the headings be?
4. How would the method of treatment in class of these years differ from the method of treatment in class of the years of colonization? Why?
5. How did the events of these years influence the five great forces which are at work in the making of a nation?
6. Show how these events proved history to be more than a matter of politics, party, or section.

IV—FOURTH ASSIGNMENT, pp. 213-278

Contrast between logical and psychological in method.

The new phase of history.

The senses as usable in teaching history to children.

The problem of using pictures in teaching history:

The wealth of material and its uses.

Story-telling as an aid in the process.

European history in upper grades as a basis for further history study, and its uses for this purpose.

Specific illustrations of word-pictures of historical courts.

QUESTIONS

1. What events of today present sense material as an interpretation of history to your pupils?
2. What local heroes, buildings, legends, holidays, etc., present concrete material for history teaching?
3. How may such work help in developing the mental life of pupils?
4. What other values to pupil development may such work have?
5. What are the essential points in good story-telling?

Suggestions: Here is an excellent opportunity for a demonstration in good story-telling and blackboard sketching, using historical characters and events as the material.

V—FIFTH ASSIGNMENT, pp. 279-292

QUESTIONS

1. What has been done to improve the history course in the high school?
2. Give the practical suggestions made for history teaching in each of the high school years.
3. What place ought economics and civics to occupy in relation to a high school history course?

REVIEW QUESTIONS

1. Upon what specific point or points have you received direct aid in history teaching?
2. Show how the events of Reconstruction are a sort of language.

3. How has your conception of a "topic" in history changed since studying this book?
4. What definite principle has been at work throughout the history of the United States, unconsciously on the part of the people, perhaps, and certainly at first?
5. Why must lessons in history be very definitely planned?

LANGUAGE WORK IN ELEMENTARY SCHOOLS

STUDY ASSIGNMENTS

- I. (a) Introduction, pages 1-19.
(b) Rural schools, pages 217-248.
- II. (a) Grades one and two, pages 23-79.
(b) Poems for study and memory work, pages 272-283.
- III. (a) Grades three and four, pages 81-124.
(b) Poems for study and memory work, pages 284-292.
(c) Study of dramatization, pages 313-327.
- IV. (a) Grades five and six, pages 125-168.
(b) Poems for study and memory work, pages 292-301.
- V. (a) Grades seven and eight, pages 169-214.
(b) Poems for study and memory work, pages 301-312.

I—FIRST ASSIGNMENT

- a. Introduction, pages 1-19.
 1. Evolution in language work.
 - (a) Advantages of new methods of teaching over old.
 2. Purpose of language work in schools.
 3. Correlation of language with other subjects.
 4. Interest as a factor in language teaching.
 5. Formation of correct language habits in pupils:
 - (a) Through constant practice of correct principles.
 - (b) Through imitation of teacher's language.
 - (c) Through composition writing, particularly letter-writing.
 - (d) Through the proper use of dictionary.
 - (e) Through debating societies.
 6. Importance of efficiency standards for measuring the progress of pupils.
 - b. Rural schools, pages 217-248.
 1. Differences between city and rural schools.
 - (a) Advantages and disadvantages of each.
 2. Principles of language work should be the same in city and in rural schools.
 3. Correlating the four forms of discourse, Narration, Description, Exposition, and Argumentation, with the life of the pupil.
 4. Types for memory work.

5. Devices for creating interest in composition work :
 - (a) Observation reports.
 - (b) Writing of simple poetry.
 - (c) Outlines on familiar topics for class discussions.
 - (d) Community diary.
6. Use of the school library.

II—SECOND ASSIGNMENT

- a. Grade one, pages 23-53.
 1. Purpose of language work, in the first grade.
 2. Creation of interest in the pupils :
 - (a) Through conversation.
 - (b) Through observation lessons and reports.
 - (c) Through story-telling.
 - (d) Through memory work.
 - (e) Through dramatization.
 - (f) Through language games.
 3. Written work in grade one :
 - (a) Copying short sentences.
 - (b) Dictation exercises.
 4. Devices for creating interest.
 - (a) Word cards.
 - (b) Letter cards.
 5. Technicalities to be learned in grade one.
- b. Grade two, pages 55-79.
 1. Oral language work.
 2. Written language work.
 3. General work. (See outline on page 55.)
- c. Poems for study and memory work, pages 272-283.

III—THIRD ASSIGNMENT

- a. Grade three, pages 81-99. (See outline on page 81.)
- b. Grade four, pages 101-124. (See outline on page 101.)
- c. Poems for study and memory work, pages 284-292.
- d. Study of dramatization, pages 313-327.

IV—FOURTH ASSIGNMENT

- a. Grade five, pages 125-146. (See outline on page 125.)
- b. Grade six, pages 147-168. (See outline on page 147.)
- c. Poems for study and memory work, pages 292-301.

V—FIFTH ASSIGNMENT

- a. Grade seven, pages 169-191. (See outline on page 169.)
- b. Grade eight, pages 193-214. (See outline on page 193.)
- c. Poems for study and memory work, pages 301-312.

SPECIAL METHOD IN READING IN THE GRADES

By C. A. McMURRY

I—FIRST ASSIGNMENT, pp. 1 to 74

Stories of universal interest to children.

The home and kindergarten as places for story-telling.

Why children enjoy hearing a story more than reading it for themselves.

Value of the oral story as an educative force.

The material available in primary grades.

Oral presentation a racial and historic inheritance.

Stories as a groundwork for intelligent reading.

Story-telling an art, a gift, or a science.

The ten needs and resources of the story-teller. (Under point 6—The four essentials of good development work in oral lessons.)

The fairy tale, its value and treatment.

The fable, its value and treatment.

QUESTIONS

1. How does story-telling lay the foundation for good teaching of reading?
2. Why do children best enjoy hearing a story told?
3. How have nations and peoples preserved much of their history?
4. What are the essential points in telling a story well?
5. Why is the "dramatic" story-teller doing wrong?
6. In what respects do you fail as a story-teller?
7. Shall we interrupt the children's reproduction of a story to put in a point omitted? Why, or why not?
8. Why give different sorts of stories for the different grades?
9. What are the values in fairy stories?
10. In what does the value of the fable consist?
11. State Felix Adler's counsels about the fables and fairy stories.
12. Why consider such matters in a book on special methods in teaching reading?

II—SECOND ASSIGNMENT, pp. 75 to 142

The story of Robinson Crusoe analyzed as to its value and the reason for its appeal.

Hiawatha as a good second grade story.

The mythical stories for third grade.

Bible stories and their values for third grade pupils.

The fundamental factor in primary reading.

Method in the first grade.

The foundations for second grade reading.

Method and devices for second grade reading.

Illustrative exercises in reading.

QUESTIONS

1. Why is Robinson Crusoe perennially interesting?
2. What is your opinion of "adaptations" of classics like Hiawatha, Shakespeare, etc.?

3. Is reading, primarily, mastery of the mechanics?
4. Prove your reply.
5. How may interest be added to formal reading lessons? (Give several devices not commonly used.)
6. Shall the moral to stories be definitely pointed out and stated to children?
7. If so, for what purpose?
8. If not, how will the children get the moral force of the story with a moral?
9. Summarize the points of method in good primary reading.
10. How may play, games, story-telling, pictures, daily happenings, be made to contribute to the teaching of reading? (Work out for yourself a definite plan for utilizing each of these in your own class in reading.)

III—THIRD ASSIGNMENT, pp. 143-209.

Notice carefully the list of titles and the grading of the books as given in chapter VIII.

Importance of literary appreciation.

Lack of it among teachers and possible explanations.

Charm and worth of the various literary forms.

Moral and ethical value of literature.

The tendency to give children entire masterpieces instead of selections.

Five good reasons why these masterpieces should be studied as wholes.

Five difficulties in doing such work.

QUESTIONS

1. How many of the books as given in chapter VIII do you have in your school?
2. Are they in the grades indicated by McMurry?
3. What masterpieces of English literature can you honestly say you know and appreciate?
4. Why do your pupils enjoy or fail to enjoy their English?
5. To what extent and in what ways does your school help in developing a taste for good reading?
6. Do your reading books treat masterpieces as wholes or are they a collection of extracts?
7. How *do* and how *may* you overcome the difficulties mentioned as attending the presentation of masterpieces as wholes?
8. How may books be determining factors in forming the character of children?
9. What can be done in your school and in your community toward rousing and increasing the interest in good reading?

IV—FOURTH ASSIGNMENT, pp. 210 to 281

Eleven types of literary materials and the titles under each available for reading in the upper grades.

Preparation, its meaning both on the part of the teacher and of the pupils. The points to be considered in making the assignments.

Questioning in the reading lesson; why?

Note the other points and hints as to desirable features in the conduct of a reading lesson.

Note particularly the summary at the close of the chapter.

Two kinds of class reading, each with a definite value.

QUESTIONS

1. How much of the literary material available in the upper grades as given in chapter XI do you have in your school?
2. How much of what you have can you utilize in helping children to learn to read and to be eager to read?
3. Does the chapter on methods in reading give you any new viewpoint as to the function of reading?
4. If it does, state in a few words what that viewpoint is.
5. Why do you conceive discussion, description, etc., to be necessary in a reading lesson?
6. Is there any danger that the teacher will explain and discuss too much? How overcome it?
7. What is the greatest task of the teacher in the conduct of reading lessons?
8. What may be three or four of the various aims in teaching a reading lesson?
9. What should be the object in mind when a teacher reads to the pupils?
10. Why have reproduction by the pupils of selections read?

V—FIFTH ASSIGNMENT, pp. 282 to 351

QUESTIONS

1. What help do you get from the illustrative lessons?
2. Can you do such work in your school?
3. What are the difficulties you encounter?
4. How may some of those difficulties be overcome?
5. Would you ask the questions about the *Odyssey* before or after the children had read the poem?
6. How is literature a gateway to history for teachers?
7. In what ways does literature reflect society?
8. How may it aid the teacher to be versed in a variety of social customs and usages?
9. With which of the suggested books as a field of reading for teachers are you familiar?
10. Why need teachers read much for themselves?

GENERAL—Name one or more ways in which the study of this book has helped you to become a more valuable and more efficient teacher.

THE BROWN MOUSE

By H. A. QUICK

I. Great events hinge on trivial things.

- a. The potency of Jennie's "Humph" and its immediate results.
 - 1. Self-interrogation.
 - 2. Altercation with chauffeur.
 - 3. Seizing opportunity.

II. Developing of opportunity.

- a. Community survey, preceding opening of school.
- b. The curriculum enlarged, and its results:
 - 1. On children.
 - 2. On school board.
 - 3. On mothers of community.

III. Meeting disapproval.

- a. His talk with Superintendent.
- b. His talk at the town rally.
- c. Proving efficiency by actual test.

IV. Changing the attitude of the community.

- a. Rural exhibit.
- b. Influential friends.
- c. Loyalty and love of pupils.

V. Final results.

- a. Enlarged self-respect.
 - b. Respect of community.
 - c. Coöperative creamery.
 - d. Consolidated district.
 - e. Civic organization, with school as a community center and club house.
 - f. New building.
 - g. Contentment and happiness.
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PUBLIC SCHOOL EDUCATION IN NORTH CAROLINA

By EDGAR W. KNIGHT

Houghton Mifflin Company, Boston

I—FIRST ASSIGNMENT

Read the Preface and Chapters I to IV, Inclusive.

What do you understand by the term "history of education"? By the term "professionalizing the teacher"? How can the history of education be of help to the teacher? What is the practical value of the subject?

CHAPTER I. Why was educational growth slow in colonial North Carolina? Study the questions at the end of this chapter, noting especially 1, 2, 3, 6, 7, 8, and 9.

CHAPTER II. Study the suggestions at the end of this chapter, noting especially questions 1, 3, 4, 5, 6, 8, 9, 10. Is there anything in our modern educational system which suggests the principle of the old apprenticeship system?

CHAPTER III. Distinguish between North Carolina under the lords proprietors and under royal ownership. Note any change in education after the change in ownership in 1729. Study questions 4, 5, 6, 7, 8, 9, and 10, at the end of the chapter.

CHAPTER IV. Read this chapter carefully, noting anything of educational or historical interest in your county during the time covered by the period discussed here. What academies were in your county? Study questions 3, 4, 5, 6, 7, and 8. Discuss in your teachers' meeting questions 9, 10 and 11. Consider questions 12 and 13 and discuss the method of teaching referred to in 13.

II—SECOND ASSIGNMENT

Read Chapters V to VIII, Inclusive.

CHAPTER V. Read this chapter carefully, studying the report made by Murphey in 1817. How did his plan for a school system differ from the one proposed by Walker the same year? Study questions 1, 2, 4, 5, 7, 9, and 10. What arguments did the governors of the period use in recommending the establishment of schools?

CHAPTER VI. Note the growth of sentiment in favor of the establishment of a school fund. Note the origin of the fund established in 1825, trace its growth, and study its uses before the war, its final loss, and its reorganization in 1903. Then study all the questions at the end of the chapter, noting especially 1, 2, 3, 4, 6, 7, 10 and 11.

CHAPTER VII. Why was so little accomplished for education between 1825 and 1837? Study the open letter which appeared in *The Raleigh Register*, and quoted in this chapter, and note the arguments made against education. Have you ever heard in your community similar arguments against public educational improvement? Study the letters of Dr. Caldwell given in this chapter. Then note questions 2, 3, 4, 5, 6, 8, and 9.

CHAPTER VIII. Compare the law passed in 1839 with the present school law of the State. Compare the course of study provided for by the earlier law with the present course of study for the schools. Consider and discuss questions 1, 2, 4, 5, 6, 7, 8, and 9.

III—THIRD ASSIGNMENT

Read Chapters IX and X, Inclusive.

CHAPTER IX. Compare the growth of the school system under Wiley to the educational development in the State during the so-called experimental period. What difficulties confronted him? What were his actual educational achievements? How does he compare with Horace Mann and Henry Barnard? What was his educational philosophy? What were Braxton Craven's contributions to public education in North Carolina? Note his educational philosophy. How has the examination and certification of public

school teachers in the State improved since Wiley's administration? What improvement is still needed to insure a more professionalized body of teachers in the State? Criticise the school system between 1853 and 1860. What educational influences did North Carolina have on other Southern States? Why were so few women engaged in teaching in North Carolina before the Civil War? Study carefully questions 10, 11, 13, and 14.

CHAPTER X. Note the great variety of texts in use in the State before 1860. Make a search for any old books in your community and compare them with texts now in use in the State. How were texts adopted in the State before the war? How are they adopted in the State today? What is your criticism of the present method of adopting school books in North Carolina? Have you ever seen a copy of *The New England Primer*? Of *Pike's Arithmetic*? Of *Jess's Arithmetic*? Of *Morse's Geography*? Note the description of educational conditions in Burke, Alamance, Union and Wilkes counties in 1857. What was a "noisy" school? Study all the questions at the end of the chapter, noting especially 2, 3, 4, 5, 6, 7, 8, 11, 12, and 13.

IV—FOURTH ASSIGNMENT

Read Chapters XI to XIV, Inclusive.

CHAPTER XI. Read this chapter carefully, and then study the questions given at the end, noting especially 1, 2, 3, 5, 6, 7, and 8. What was the actual influence of the war on education in the State? In the South?

CHAPTER XII. What were the educational conditions in the State during the reconstruction period? Study questions 1, 2, 3, 4, 5, 7, 8, 9, and 10. Compare the program of the Teachers' Association in 1874 with the program of the last Teachers' Assembly held in the State.

CHAPTER XIII. Read this chapter and note the principle on which appropriations were made from the Peabody Fund. How much aid did your community receive from this endowment? Study the questions at the end of the chapter, noting especially 3, 5, 6, 7, and 8.

CHAPTER XIV. Note the messages of the governors after 1876 and their arguments for increased educational advantages. What were the defects of the school system between 1877 and 1900? Study questions 1, 2, 3, 4, 7, 8, 9, 10, 11, 12 and 13.

V—FIFTH ASSIGNMENT

Read Chapters XV to XVII, Inclusive.

CHAPTER XV. Why is Charles B. Aycock known as the "educational Governor" of North Carolina? What were his educational achievements? Who were his collaborators for educational advancement? What were the actual educational conditions in the State when he was elected Governor? Compare educational conditions then with conditions in 1860. Discuss the educational campaigns of 1902-04. Study questions 2, 4, 5, 6, 7, 8, and 9.

CHAPTER XVI. Read this chapter carefully and then note the questions at the end, paying especial attention to 1, 2, 3, 6, 7, 10, 11, and 12.

CHAPTER XVII. This chapter was contributed by State Superintendent James Y. Joyner and contains his own prophecy for the future development of public education in North Carolina. Read it carefully and note the educational achievements yet to be made in the State.

THE BLUE FLOWER

BY HENRY VAN DYKE

In his preface the author says: "But the strangest part of it all is the way in which a single thought, an idea, will live with a man while he works, and take new forms from year to year, and light up the things that he sees and hears, and lead his imagination by the hand into many wonderful and diverse regions. * * * There is such a thought in this book. It is the idea of the search for inward happiness, which all men who are really alive are following, along what various paths, and with what different fortunes! * * * The Blue Flower * * * I have used here to signify happiness, the satisfaction of the heart."

Our suggestion for the use of this book is for the teachers to read it and enjoy it. The alert teacher will doubtless find ways in which these stories can be infused into the life of the childhood of her community.

TEACHING THE COMMON BRANCHES

BY W. W. CHARTERS

FIRST ASSIGNMENT, pp. 1 to 72

SPELLING

I. Subject-matter.

1. Function of spelling.

- a. What is meant by function?
- b. The reason for learning to spell.
- c. The penalty for poor spelling.

2. Standard of good spelling.

- a. The value of oral spelling.
- b. The real test.

3. Structure.

- a. To what extent should rules for spelling be emphasized?
- b. Shall we support the Simplified Spelling Board?

4. Course of study.

- a. What words should be studied in the spelling lesson?
- b. Discuss the three sources of material. (Page 7.)
- c. Where spelling should begin:
 - (1) Should formal spelling be taught below the third grade?
 - (2) What should be the course of study in spelling for the first and second grades?

II. How to Secure Interest in Spelling.

1. Motivation.

- a. Immediate interest.
- b. Mediate interest.
 - (1) Appeal to general values.
 - (2) Appeal to specific need.

2. Correlation.

- a. The value of incidental spelling.
- b. Shall we give formal lessons in spelling?
- c. What does Cornman's study in spelling prove?

III. Learning to Spell.

1. Types of Imagery.

- a. The eye, the ear, and the hand.
- b. Should the teacher use one or all these types?
- c. Compare written and oral spelling.

2. Laws of Habit Formation.

- a. Is spelling a habit?
- b. How are habits formed?
 - (1) Focalization of attention.
 - (2) Conscious attentive repetition.
 - (3) Automatic control.
- c. Consider each of these laws as applied to spelling.
- d. When and where should diacritical marks be taught?
- e. The value of the "Black List."

IV. Class Mechanics.

- 1. Position of the class during recitation.
- 2. Position of the pupil while reciting.
- 3. Spelling of syllables.
- 4. Drills on spelling.

PENMANSHIP

I. Subject-matter.

- 1. The function of writing.
 - a. The desire to communicate.
- 2. Standards.
 - a. The three essentials.
 - b. The value of two standards.
 - c. The Thorndike Standards.
 - (1) Collect specimens and practice grading.
- 3. Structure.
 - a. Consider vertical, medial, and slant writing. Upon what does each depend?
 - b. Movements.
 - (1) The value of muscular movement.
 - (2) What movement should be used in the first and second grades?
- 4. The Course of Study.
 - a. When should a child begin to write?
 - b. What use should be made of copy-books?
 - c. Study the special needs of children.

II. How to Get Interest in Writing.

1. Motivation.

- a. Immediate interest.
- b. Mediate interest.
 - (1) Generic values.
 - (2) Specific needs.

- c.* Use Thorndike's tests to secure interest.
- d.* Illustrate penalty of poor writing.
- e.* The writing "hospital."
- 2. How to study writing.
 - a.* The laws of habit formation.
 - (1) Clear mental picture of letter form.
 - (2) Short exercise to secure attentive repetition.
 - (3) Practice until movement is automatic.
- 3. Class mechanics.
 - a.* Directions should be simple and clear.
 - b.* Consider the value of counting while practicing.

LANGUAGE

I. Subject-matter.

- 1. Function.
 - a.* Accuracy and effectiveness in expressing ideas.
 - b.* Concrete illustrations.
- 2. Standards.
 - a.* The value of a double standard.
 - b.* What constitutes good language form in the elementary schools?
- 3. Course of study.
 - a.* The logical and psychological arrangement of subject-matter.
 - b.* What should guide the teacher in selecting language material?
 - c.* How should the text-book be used?

II. How to Secure Interest in Language Work.

- 1. Motivation.
 - a.* Immediate interest.
 - b.* Mediate interest.
 - (1) Generic values.
 - (2) Specific needs.
 - c.* Basis of interest.
 - (1) Illustrations.
 - d.* Topics of interest.
 - (1) Suitable for city schools.
 - (2) Suitable for rural schools.
 - e.* Consider the correlation of language with other subjects.

III. Methods of Language Study.

- 1. Freedom.
 - a.* Allow rough draft.
 - b.* Praise good work.
 - c.* Do not mark too many errors.
- 2. Organization.
 - a.* The use of outlines.
 - b.* Drill on selecting paragraph topics.

3. Errors and their correction.
 - a. When should oral errors be corrected?
 - b. How to correct written errors.
4. Punctuation.
 - a. What marks of punctuation should be emphasized?
5. Use of the dictionary.
 - a. When to begin its use.
6. Drill on language forms.
 - a. Apply the three laws of habit formation.

IV. Class Mechanics.

1. Oral language.
 - a. Encourage discussions by topical questions.
 - b. Correct the points already studied when the student completes his answers.
2. Written language work.
 - a. Marginal corrections.
 - b. Corrections should be made by pupils individually.
 - c. Some of their compositions should be read to the class.

SECOND ASSIGNMENT, pp. 73 to 145

GRAMMAR

I. Subject-matter.

1. Function.
 - a. Difference between language and grammar.
 - b. Why we study grammar.
2. Standards.
 - a. The scientific standard.
 - b. The artistic standard. Which shall obtain?
3. Structure.
 - a. Make classification for parsing all the parts of speech.
 - b. The value of analysis and parsing.
 - c. Is diagramming worth while?
4. Course of study.
 - a. When should the study of formal grammar begin?
 - b. What shall determine the amount of grammar to be taught?

II. Securing Interest in Grammar.

1. Motivation.
 - a. Immediate interest.
 - b. Mediate interest.
 - (1) Generic values.
 - (2) Specific needs.
 - c. How to create a feeling of need.
 - (1) Show that bad construction is not clear in meaning.
 - (2) Make a list of errors.
 - (3) Create an appreciation for good construction.
2. Correlation.

III. Learning Grammar.

1. The telling process.
2. The inductive method.
 - a. Give the three steps.
3. Drill.
 - a. Shall we require definitions memorized?
 - b. Apply the laws of habit formation.
4. Apply the rules when learned.
 - a. By asking questions that require the use of the rules.
 - b. By placing sentences on the board requiring the use of the rules.
 - c. By using the children's knowledge of the rules.
 - d. By pointing out their application in other subjects.

IV. Class Mechanics.

1. Devices.
2. Assignments.
3. How to study.

READING

I. Subject-matter.

1. Function.
 - a. Its importance.
 - b. Interpretation and expression.
2. The five ingredients of the reading process.
 - a. The author's experience.
 - b. The use of symbols.
 - c. Building up the author's experience.
 - d. Giving expression to experience built up.
 - e. Reproduction for the benefit of the audience.
3. Standards of good reading.
 - a. What should be required of children in the elementary schools?
 - b. Discuss time, pitch, quality, and tone, and show their relation to reading in the grades.
4. The course of study.
 - a. Logical organization.
 - b. Psychological sequence.
5. Stages of development.
 - a. Observed by organizer.
 - b. A basis for directing the teacher.

II. Primary Reading.

1. Function.
2. Alphabet method.
3. The word method.
4. The phonic method.
5. The sentence method.
6. Things of interest to children.
 - a. Easy words in the beginning.
 - b. Nursery rhymes.
 - c. Industrial occupations and primitive activities.

- d.* Plays and games.
- e.* Action sentences.
- f.* Manual arts.
- g.* Dramatization.
- 7. Helps in teaching.
 - a.* Blackboards.
 - b.* Charts.
 - c.* Drill.
 - d.* Supplementary reading.
- 8. Standards in primary reading.
 - a.* Fluency.
 - b.* Rapid recognition of words.

III. Motive for Study.

- 1. Silent reading.
- 2. Oral reading.
- 3. Correlation.

IV. The Study of Upper Grade Reading.

- 1. Natural method.
 - a.* Some limitations.
- 2. Punctuation.
 - a.* How to secure proper observation of the marks of punctuation.
- 3. Suggestions for drill to overcome defects in:
 - a.* Loud reading.
 - b.* Low-voiced reading.
 - c.* Calling words.
 - d.* Mumbling.

V. The Study of Literature.

- 1. The problem.
 - a.* What is literature?
- 2. Study of selections.
 - a.* To get general impressions.
 - b.* To find out answer to questions.
- 3. Assignment.
 - a.* The two sorts of assignments.
 - b.* How to get children to discover beauty in literature.
- 4. How to memorize a poem.
 - a.* Select only the best for memorizing.
 - b.* Use the whole method.

VI. Class Mechanics.

- 1. Position.
- 2. Criticism.

THIRD ASSIGNMENT, pp. 146 to 215

DRAWING

I. Subject-matter.

- 1. Function of drawing.
 - a.* Compare with language.
 - b.* A vehicle of expression.

- c. Means of gaining experience.
 - d. Drawing more universal than language.
 - e. Develops esthetic appreciation.
- 2. Standards and structure.
 - a. To discover accurately the ideas of others.
 - b. To give effective expression to ideas.
- 3. Materials.
 - a. Paper, pencils, etc.
- 4. Course of study.
 - a. Consider both orders.
 - b. Interesting subjects.
 - (1) Illustrations.
 - (2) Various subjects.
- 5. Technique of grades.
 - a. Consider the six points.
 - b. The use of drawing books.

II. Methods of Teaching Drawing.

- 1. Motivation.
 - a. Immediate interest.
 - (1) Do children like to draw?
 - b. Mediate interest.
 - (1) Generic values.
 - (2) Specific need.
- 2. How to correct mistakes.
- 3. Drill.
 - a. Apply the laws of habit formation.

III. Study of Appreciation.

- 1. Some methods of teaching appreciation.
 - a. Choose pictures carefully.
 - b. Have pupils select the good and reject the bad.

MUSIC

I. Subject-matter.

- 1. Music and reading.
 - a. Something to express.
 - b. Medium of expression.
 - c. Symbols interpreted.
 - d. Vocal mechanism.
 - e. Interpretation to the audience.
- 2. Function of music.
 - a. To develop a love for good music.
 - b. To develop ability to sing good music.
 - c. To develop ability to read music.

II. Motivation.

- 1. Selecting interesting songs.
- 2. Chorus work.
- 3. Have children learn songs to sing before the school.

III. Learning to Read and Compose.

1. Reading music.
 - a.* Children first should sing by note.
 - b.* Children who are monotones should sing in unison.
 - c.* Scale learned as melody.
 - d.* Notation may be taught.
 - e.* Practice on reading.
2. Drill.
 - a.* Apply the laws of habit formation.
3. Expression.
4. Musical composition.

IV. Class Mechanics.

1. Order of exercises.
 - a.* Begin with note singing.
 - b.* Correct mistakes.
 - c.* Study and practice the drill exercises.
2. If the teacher cannot sing.
 - a.* Give the children opportunity to sing.
 - b.* Get someone to direct them.

HANDICRAFTS

I. Subject-matter.

1. The changed point of view.
 - a.* Constructive instincts exercised.
2. Variety of handicrafts.
3. Function.
 - a.* Provides training for muscles involved.
 - b.* Gives basis for concrete thinking.
 - c.* Gives pupils opportunity to understand industry.
4. The course of study.
5. The teacher.
6. The curriculum.

II. Carpentry.

1. Equipment.
2. Problems.
 - a.* Must be interesting.
 - b.* Must not be too difficult.
3. Processes.
4. Methods of teaching.
 - a.* Drill for solution of problems.
 - b.* Developing method.

III. Sewing.

1. Much housework.
2. Acquaint pupils with sewing industries.
3. Boys as well as girls should be taught.
4. Equipment.
5. Millinery and dressmaking.

IV. Cooking.

1. Domestic science clubs.
2. The school luncheon.
 - a.* How it may be prepared.
 - b.* Bulletins should be studied on cooking.

V. Primary Handwork.

1. Function.
 - a.* Keeps children busy.
 - b.* Helps children to make interesting things.
2. Primitive industries.
 - a.* Reproduced in children's activities.
 - b.* Children should be taught primitive industries.
3. Modern industries.
 - a.* Begin with the home.
 - b.* Study modern activities.
4. Illustrative work.
5. Clay modeling.
6. Weaving.

VI. Advanced Handicrafts.

1. Alternation.
2. Correlation.

VII. Class Mechanics.

FOURTH ASSIGNMENT, pp. 216 to 272

GEOGRAPHY

I. Subject-matter.

1. Function.
 - a.* The study of the earth as the home of man.
 - b.* Place geography.
 - c.* Rational geography.
2. Course of study.
 - a.* How closely should the teacher follow the text-book.
3. Standards.
 - a.* When does a pupil know his geography well?
4. Home geography.
 - a.* Study principles on page 223.

II. How to Teach Geography.

1. Drill.
 - a.* Discuss the essentials to be memorized.
 - b.* Would you have capitals of states memorized?
2. Aids.
 - a.* The imagination.
 - b.* Pictures.
 - c.* Maps and globes.
 - d.* Type and studies.
3. Rational geography.
 - a.* Consider deduction.

4. Class mechanics.

- a.* Maps, sand tables, globes, etc.
- b.* Scrapbooks.
- c.* Use of outlines.
- d.* Geography matches.
- e.* Field trips.

HISTORY

I. Subject-matter.

1. Function.

- a.* To furnish a record of the progress of civilization.
 - (1) Cultural.
 - (2) Practical.
- b.* To develop patriotism.

2. The course of study.

- a.* Consider the report of the Committee of Seven.
- b.* Consider McMurry's suggestions.

3. Standards.

- a.* How much history should the common school teach?

II. Motive for Study.

1. Interest.

- a.* Is there immediate interest in history in the grades?
- b.* Mediate interest.
 - (1) Adventure and biography.
 - (2) Special days.
 - (3) Local history.

2. Correlation.

- a.* With drawing.
- b.* With reading and literature.
- c.* With geography.

III. Methods of Studying History.

1. Problems.

- a.* Cause and effect.
- b.* Dates. What dates should be required?

2. Assignment and drills.

- a.* Current events.

IV. Class Mechanics.

1. History note-books.

- a.* Discuss this question.

2. Written and oral work.

- a.* How much written work should be required?

V. Civics.

1. Function.

- a.* An intelligent view of government.

2. Government machinery.

- a.* Local.
- b.* State.
- c.* National.

3. National government.
 - a. The Constitution.
 - b. Correlation with history.
 - c. Know leading officers.
4. Local government.
 - a. Points of emphasis.
 - b. Systematic study.
 - c. Concrete problem.
 - (1) School taxes.
5. County officers.
 - a. Name them and define their duties.
6. Use of books.
7. How can a list of problems be secured?

FIFTH ASSIGNMENT, pp. 273 to 345

ARITHMETIC

I. Subject-matter.

1. Function.
 - a. Compare with other subjects.
 - b. To enable pupils to handle numbers accurately.
2. The course of study.
 - a. Teach a few simple facts well.
 - b. Content.
 - (1) Consider thoroughly the topics given by Smith on pages 275-277.
 - c. Consider when to teach arithmetic.
 - (1) Give thorough consideration to this topic.
3. Standards.
 - a. Speed and accuracy. Use Courtis Tests.

II. Motivation.

1. Immediate interest.
 - a. Why do many children like arithmetic?
 - b. Why do some not like arithmetic?
2. Mediate interest.
 - a. Generic values.
 - b. Specific needs.
 - (1) Handicrafts.
 - (2) Plays and games.
 - (3) Practical problems.

III. The Study of Arithmetic.

1. Teaching the processes.
 - a. Learning to think by symbols.
 - (1) The use of objects.
 - b. If not too difficult, the reason for the process should be given.
 - c. Use the inductive method as much as possible.
2. Drill.
 - a. Apply the laws of habit formation.
 - b. Use of mental arithmetic.
 - c. Courtis Tests.

3. Application.

- a. What problems might be omitted from the text-book?
- b. The use of practical problems from everyday life.

IV. Class Mechanics.

1. The use of the tables.

2. Assignments.

- a. New operations should be developed by the teacher.

3. Examinations.

4. Answers.

5. Neatness.

- a. Should children use scratch paper in solving problems?
- b. What should be the standard?

PHYSIOLOGY AND HYGIENE

1. Subject-matter.

- a. Anatomy.
- b. Physiology.
- c. Hygiene.

2. Function.

- a. Care for the body.

3. Bacteriology.

- a. Use of Health Bulletin.

4. Sanitation.

- a. How to make this subject practical in rural schools.

5. Physical exercise.

- a. Discuss the various applications of the principles of physiology.

6. Method of teaching.

- a. Use of text-book, bulletins, etc.
- b. Use practical questions.

7. Drill.

- a. Use the laws of habit formation.
- b. Importance of clearness.
- c. Use illustrative material from animals.

AGRICULTURE

I. Subject-matter.

1. Field agriculture.

- a. Agronomy.
- b. Animal husbandry.
- c. Horticulture.
- d. Farm management.
- e. Good roads.

2. Function.

- a. To give information about farm products.
- b. To engender interest in the subject.
- c. To check cityward migration.

3. Course of study.

- a. It should be practical.
- b. The right use of the text-book.
- c. Topics for study vary with the locality.

II. Motivation.

1. Immediate interest.
2. Mediate interest.
 - a. Agricultural clubs.
 - b. Correlation.

III. Methods of Study.

1. Problems.
2. Collecting data.
3. Use of text-book.
4. Experiment.
5. Class trips.
6. Drill.
 - a. Apply the laws of habit formation.

THE TEACHING PROCESS

I. Subject-matter.

1. The function of teaching.
 - a. To assist the pupils to appreciate and control the values of life.
2. The function of subject-matter.
 - a. To assist pupils to control values.
 - b. To give exercise and development to the various functions of the mind.
3. Structure of subject-matter.
 - a. Purpose involves structure or organization.
 - (1) Illustrated by
 - (a) History, science, arithmetic.
 - (b) All good assignments.
4. Course of study.
 - a. Selection according to needs.
 - b. Selection according to interests.

II. Motivation.

1. Immediate interest.
 - a. Name examples from your past experience.
2. Mediate interest.
 - a. Associate subject-matter with interesting topics.
3. Generic values.
 - a. Punishment an example.
 - b. Marks, promotion, standing.
 - c. Praise, appreciation, pleasant incentives.
4. Specific values.
 - a. Intrinsic use of the subject-matter.
5. Potential interest.
6. Problems.
 - a. Promote interest.
 - b. Stimulate thought processes.
7. Needs.
 - a. Distinguish between interest and need.
8. Correlation.
 - a. Association of different subjects increases interest.
 - b. Application of what is learned.

III. The Recitation.

1. Telling versus developing.
2. The art of questioning.
 - a. Test questions.
 - b. Developing questions.
 - c. Devices in asking questions.
 - (1) Should not be asked in rotation.
 - (2) Should be definite.
 - (3) Should not be capable of being answered by "yes" and "no."
3. Answers.
 - a. Should not be in concert.
 - b. Should be in complete sentences.
 - c. Should not be repeated by teachers.
4. Problem and solution.
 - a. Collect data.
 - b. Make hypotheses.
 - c. Verify solutions.
5. Induction.
 - a. Examine particular cases.
 - b. Compare the cases examined. Why are they alike?
 - c. Make a general statement of their common qualities.
6. Five formal steps in teaching.
 - a. Preparation.
 - b. Presentation.
 - c. Comparison.
 - d. Generalization.
 - e. Application.
7. Deduction.
 - a. There is a general rule.
 - b. There is a particular case.
 - c. Make the application of the rule to the explanation of the case.
8. Drill.
 - a. Focalization. "Clear initial impression."
 - b. Conscious attentive repetition.
 - c. Repeated drill until the habit is reduced to automatic control.
9. Realness secured.
 - a. By vivid imagination.
 - b. By dramatization.
 - c. By use of blackboards, models, diagrams, pictures, etc.

IV. Assignment and Study.

1. Supervised study.
 - a. Show the pupil how to study.
2. Assignments.
 - a. Make the assignment by outline.
 - b. Reference assignments.
 - c. Study lesson should not require much writing.
 - d. In difficult lessons the teacher should talk the lesson over with pupils.

3. The use of text-book.

a. For collecting data.

b. To enable pupils to think out problems.

V. Assignment in Lower Grades.

1. They must be very definite.

PUBLICATIONS OF FEDERAL GOVERNMENT

For the benefit of those interested in rural and agricultural instruction, the following letter is printed. It is suggested that the teachers avail themselves of this opportunity to secure these valuable publications for themselves and their schools:

UNITED STATES DEPARTMENT OF AGRICULTURE

STATES RELATION SERVICE

WASHINGTON, D. C.

Agricultural Instruction

September 11, 1916.

DEAR SIR:—I take this opportunity to call your attention to the work of this Department as it relates to rural and agricultural instruction. The division of Agricultural Instruction, which is responsible for the Department's relations to the teaching of agriculture in the public schools, furnishes to rural school-teachers on application:

1. Classified lists of Department publications for the use of teachers.
2. Leaflets showing how certain Farmers' Bulletins may be used effectively in nature study and agricultural instruction.
3. List of lantern slides available for school use.
4. Suggestions as to Department publications which are most helpful in school work.
5. Publications on general problems of teaching agriculture, and specific subjects, as corn, cotton, tomatoes, and poultry.
6. Assistance to individual teachers through correspondence.

Kindly pass the word along to teachers under your supervision and instruction.

Sincerely yours,

C. H. LANE,

Chief Specialist in Agricultural Education.

READING CIRCLE BOOKS, 1909-1917

The following books were adopted for the North Carolina Teachers' Reading Circle from 1909 to 1917 as indicated below:

1909-1910

- | | |
|---|--------|
| I. THE RECITATION. Hamilton. <i>J. B. Lippincott Company</i> ----- | \$1.00 |
| II. TEACHING A DISTRICT SCHOOL. Dinsmore. <i>American Book Company</i> | 1.00 |
| III. McMURRY'S SPECIAL METHOD IN READING IN THE GRADES. <i>The Macmillan Company</i> ----- | 1.00 |
| IV. IRVING'S SKETCH BOOK; TENNYSON'S IDYLLS OF THE KING. Each-- | .25 |
| V. Bulletins: (I) HOW TO TEACH READING; (VIII) OUTLINE COURSE OF STUDY. <i>Furnished free by State Department of Education.</i> | |
| VI. NORTH CAROLINA EDUCATION (in clubs of 10 or more)----- | .50 |

1910-1911

- | | |
|---|--------|
| I. JEAN MITCHELL'S SCHOOL. <i>Public School Publishing Company</i> ---- | \$0.90 |
| II. TEACHING A DISTRICT SCHOOL. <i>American Book Company</i> ----- | 1.00 |

III. PRIMER OF SANITATION. <i>World Book Company</i> -----	\$.49
IV. HOW TO STUDY, AND TEACHING HOW TO STUDY. <i>Houghton Mifflin Company</i> -----	1.25
V. NORTH CAROLINA EDUCATION (in clubs of 10 or more)-----	.50
VI. Bulletins: (I) HOW TO TEACH READING; (VIII) OUTLINE COURSE OF STUDY; (IX) INSTITUTE MANUAL. <i>Furnished Free by State Department of Education.</i>	

1911-1912

REQUIRED:

I. HOW TO STUDY. <i>Houghton Mifflin Company</i> -----	\$1.10
II. THE TEACHER AND THE SCHOOL. <i>Charles Scribner's Sons</i> -----	1.10
III. MISTAKES IN TEACHING. <i>A. Flanagan Company</i> -----	.40
IV. NORTH CAROLINA EDUCATION (in clubs of 10 or more)-----	.50
V. Bulletins: (I) HOW TO TEACH READING, (VIII) OUTLINE COURSE OF STUDY, (IX) INSTITUTE MANUAL, (XI) OPENING EXERCISES. <i>Furnished free by State Department of Education.</i>	

RECOMMENDED:

I. READING IN PUBLIC SCHOOLS. <i>Row, Peterson and Co.</i> -----	\$1.00
II. THE STORY OF COTTON, by E. C. Brooks. <i>Rand, McNally and Co.</i> ---	.60

1912-1913

I. CHECKING THE WASTE. <i>The Bobbs-Merrill Company, Indianapolis</i> -----	\$1.00
II. READING IN PUBLIC SCHOOLS. <i>Row, Peterson and Co., Chicago</i> -----	1.00
III. THE STORY OF COTTON. <i>Rand, McNally and Co., Chicago</i> -----	.60
IV. NORTH CAROLINA EDUCATION (in clubs of 10 or more)-----	.50
V. Bulletins: (I) HOW TO TEACH READING, (VIII) OUTLINE COURSE OF STUDY, (IX) INSTITUTE MANUAL, (XI) OPENING EXERCISES. <i>Furnished free by State Department of Education.</i>	

1913-1914

I. EVERYDAY PROBLEMS IN TEACHING. <i>The Bobbs-Merrill Company, Indianapolis</i> -----	\$1.00
II. GROWING A LIFE. <i>Rand, McNally and Co., Chicago</i> -----	.90
III. COUNTRY LIFE AND THE COUNTRY SCHOOL. <i>Row, Peterson and Co., Chicago</i> -----	1.00
IV. NORTH CAROLINA EDUCATION (in clubs of 10 or more)-----	.50
V. Bulletins: (I) HOW TO TEACH READING, (VIII) OUTLINE COURSE OF STUDY, (XI) OPENING EXERCISES. <i>Furnished free by State Department of Education.</i>	

1914-1915

I. EVERYDAY PROBLEMS IN TEACHING. <i>The Bobbs-Merrill Company, Indianapolis</i> -----	\$1.00
II. COUNTRY LIFE AND THE COUNTRY SCHOOL. <i>Row, Peterson and Co., Chicago</i> -----	1.00
III. GEOGRAPHIC INFLUENCES IN AMERICAN HISTORY. <i>Brigham. Ginn and Co.</i> -----	1.00
IV. THE TEACHING OF GEOGRAPHY IN THE ELEMENTARY SCHOOLS. <i>Dodge and Kirckwey. Rand, McNally and Co.</i> -----	.90
V. PHELPS AND HIS TEACHERS. <i>Stephens. Hammond and Stephens Company, Fremont, Neb.</i> -----	.50
VI. NORTH CAROLINA EDUCATION (in clubs of 10 or more)-----	.50
VII. Bulletins: (I) HOW TO TEACH READING, (VIII) OUTLINE COURSE OF STUDY, (XI) OPENING EXERCISES. <i>Furnished free by State Department of Education.</i>	

1915-1916

I. TEACHING THE COMMON BRANCHES. <i>Charters. Houghton Mifflin Company, Boston</i> -----	\$1.20
II. GEOGRAPHIC INFLUENCES IN AMERICAN HISTORY. <i>Brigham. Ginn and Co., New York</i> -----	1.00

III. THE TEACHING OF GEOGRAPHY IN THE ELEMENTARY SCHOOLS. Dodge and Kirkway. <i>Rand, McNally and Co., Chicago</i> -----	\$0.90
IV. HOW TO TELL STORIES TO CHILDREN. Bryant. <i>Houghton Mifflin Company, Boston</i> -----	.95
V. STORIES TO TELL TO CHILDREN. Bryant. <i>Houghton Mifflin Company, Boston</i> -----	.95
VI. NORTH CAROLINA EDUCATION (in clubs of 10 or more)-----	.50
VII. Bulletins: (I) How to Teach Reading, (VIII) OUTLINE COURSE OF STUDY, (XXIII) How to Teach Spelling, (XI) OPENING EXERCISES. <i>Furnished free by the State Department of Education.</i>	

1916-1917

*I. Kendall and Mirick's "How to Teach the Fundamental Subjects." Houghton Mifflin Company, Boston. Single copies, \$1.12 prepaid; in lots of ten or more, \$1 prepaid.

II. Field and Nearing's "Community Civics." The Macmillan Company, New York. Single copies, 54 cents postpaid; ten or more copies, 50 cents postpaid to one address.

III. (a) Mace's "Method in History." Rand, McNally & Co., Chicago. Ninety cents to teachers; to county superintendents, 90 cents prepaid, with 10 per cent discount at time of remittance.

(b) Leiper's "Language Work in Elementary Schools." Ginn and Co., New York. Single copies, \$1 prepaid; ten or more copies to one address, 90 cents each, transportation prepaid.

(c) McMurry's "Special Method in Reading in the Grades." The Macmillan Company, New York. Single copies, \$1.12 postpaid; ten or more copies, \$1 postpaid.

IV. (a) Quick's "The Brown Mouse." The Bobbs-Merrill Company, Indianapolis. Single copies to teachers, \$1 prepaid; in lots to superintendents, 90 cents prepaid.

(b) Knight's "History of Public Education in North Carolina." Houghton Mifflin Company, Boston. Mailed to teachers at \$1.35; in 100-pound lots, \$1.20 prepaid.

V. Van Dyke's "The Blue Flower." Charles Scribner's Sons, New York. Single copies to teachers, \$1.20 postpaid; to dealers, \$1, f. o. b. New York.

VI. North Carolina Education (in clubs of 10 or more), 60 cents.

VII. Bulletins: (I) How to Teach Reading, (VIII) Outline Course of Study, (XI) Opening Exercises. *Furnished free by the State Department of Education.*

1917-1918

The books for this year will be selected by the county superintendents from the list adopted for 1916-1917. (See above.)

NORTH CAROLINA EDUCATION

Teachers who belong to the Reading Circle will be required, as heretofore, to become regular readers of this valuable educational journal. This journal has always aimed to be of immediate help to North Carolina teachers, and it has realized this aim more closely year by year. Articles will appear each month covering every phase of the Reading Circle work, while special reports will be given, showing how the various teachers' associations are using the books of the Course in their programs. Other interesting features of these teachers' meetings will be reported. By this means a dissemination of the best educational ideas and practices will be effected, making our educational paper indispensable alike to the teacher and the County Superintendent.

*Charters' "Teaching the Common Branches" is to be retained by those counties whose teachers have not completed the book.

REVIEW

It is expected that the teachers will keep in constant review Hamilton's *The Recitation*, McMurry's *How to Study*, Colgrove's *The Teacher and the School*, and O'Shea's *Everyday Problems in Teaching*. These books are too valuable to be cast aside after a mere cursory reading. The teacher should know them intimately. For various reasons too scant attention was paid them in the teachers' meetings. It would be a good idea to have the "model" lessons given in these meetings so planned as to illustrate the principles laid down in these books, especially in *The Recitation* and in *How to Study*. In other words, the review above indicated should be as concrete as possible. For instance, how does a given recitation or lesson illustrate PREPARATION, or PRESENTATION, or SPECIAL AIMS, or SUPPLANTING THE THOUGHT OF THE AUTHOR, or JUDGING THE WORTH OF IDEAS, or APPLICATION, or HOW TO USE IDEAS, or TEACHING PUPILS TO THINK? The teacher should be as familiar with these terms and what they mean as with the multiplication table; and it is only by constant review and use that this can be accomplished.

DIPLOMAS

Those teachers who complete the Course for the ensuing year and who have completed the Course for any three years preceding will be entitled to a diploma from the State Department of Education. County Superintendents as well as teachers should keep this in mind. A *bona fide* list of the teachers deserving diplomas in any county will have to be sent by the County Superintendent to the Supervisor of Teacher-Training in Raleigh. Upon receipt of this list, a diploma will be sent to each teacher, signed by the State Superintendent of Public Instruction and the Supervisor of Teacher-Training, with a blank left for the signature of the County Superintendent. The diplomas will be attractive in form and will be a certificate, to the owner, of a certain amount of professional training. Since professional training is getting to be so much in demand, the diplomas should be worth while to those who get them.

CERTIFICATES

At the end of this pamphlet will be found a perforated sheet containing two blank certificates, one for enrollment, the other showing that the Course for the year has been satisfactorily completed. When the enrollment blank is filled out it should remain with the County Superintendent until the end of the term; then, when the teacher has satisfactorily completed the Course, the County Superintendent will fill out the second blank and give it to the teacher. When the teacher has obtained four of these certificates a diploma will be issued to that teacher by the State Department of Education.

CORRESPONDENCE COURSE

The Peabody School of Education of the University of North Carolina offers a correspondence course for teachers covering the Reading Circle course in addition to other work. Arrangements have been made to give credit on the Reading Circle course for the same work satisfactorily completed in this correspondence course.

For information and a description of the correspondence course, write to DR. L. A. WILLIAMS, Chapel Hill, N. C.

CERTIFICATE OF ENROLLMENT, 1917-1918

TO THE COUNTY SUPERINTENDENT:

You are hereby authorized to enroll my name as a member of the North Carolina Teachers' Reading Circle for _____ County, North Carolina, and I hereby agree to procure and read faithfully all the books prescribed in the Course for the year 1917-1918.

_____Teacher

Date_____

P. O. _____

CERTIFICATE OF CREDIT, 1917-1918

THIS CERTIFIES, That _____
of _____ County, North Carolina, has
given satisfactory evidence of having completed the work of the North Carolina Teachers' Reading Circle for the current school year.

County Superintendent

Date_____

STATE OF NEW YORK

IN SENATE,
January 1, 1901.

REPORT OF THE

COMMISSIONER OF THE LAND OFFICE

IN RESPONSE TO A RESOLUTION PASSED BY THE SENATE

APRIL 1, 1899.

ALBANY:

JOHN B. LANE, PRINTER.

1901.

THE STATE OF NEW YORK.

IN SENATE,

January 1, 1901.

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COMMISSIONER OF THE LAND OFFICE

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APRIL 1, 1899.

ALBANY:

JOHN B. LANE, PRINTER.

1901.

THE STATE OF NEW YORK.

IN SENATE,

January 1, 1901.

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